Workshop on Pedagogy and Integrated Medical and Dental Curriculum: Blueprinting.

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Learning outcome

On completion of this unit, you should be able to:

- Develop a test blueprint.
- Determine best test format for the achievement of teaching and learning objectives.
A blue print is a plan of action
Blueprinting:

- Enables the examiner to determine what cognitive skills should be taught.

- Provides the students with information of what skills they need to learn.

- Outlines what skills should be tested.
Educational objectives

Bloom's 3 domains

• cognitive (about knowing)
• affective (about attitudes, feelings)
• psychomotor (about doing)

Cognitive domain

BLOOMS TAXONOMY

EVALUATION
Assessing theories; Comparison of ideas; Evaluating outcomes; Solving; Judging; Recommending; Rating

SYNTHESIS
Identifying and analyzing patterns; Organisation of ideas; recognizing trends

ANALYSIS
Using and applying knowledge; Using problem solving methods; Manipulating; Designing; Experimenting

APPLICATION
Understanding; Translating; Summarising; Demonstrating; Discussing

COMPREHENSION
Recall of information; Discovery; Observation; Listing; Locating; Naming

KNOWLEDGE
Using old concepts to create new ideas; Design and Invention; Composing; Imagining; Inferring; Modifying; Predicting; Combining
Affective domain

Receiving
Responding
Valuing
Organisation
Characterisation
Psychomotor domain

Reflex
Fundamental movements
Perceptual abilities
Physical abilities
Skilled movements
Non-discursive communication
Blueprinting:

• Construct a “table of specifications”

• List topics on the Y axis

• List Cognitive objectives on the X axis
# Blueprinting:

**Step I: Construction of “Table of specifications”**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Blueprinting:
Step II: Construction of “Table of specifications”

- Topics and course objectives are then listed in the relevant columns.
- In the following example (SUR 500) only 3 objectives and 5 topics are listed.
Blueprinting:  
Step II: Construction of “Table of specifications”

**Test Blueprint for SUR 500: Surgery II**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comprehension</td>
</tr>
<tr>
<td>1. Principles of Surgical Research</td>
<td></td>
</tr>
<tr>
<td>2. Management of Wounds</td>
<td></td>
</tr>
<tr>
<td>3. Surgical diseases of the Liver</td>
<td></td>
</tr>
<tr>
<td>4. Congenital heart disease</td>
<td></td>
</tr>
<tr>
<td>5. Evaluation of Patient with Neurological</td>
<td></td>
</tr>
<tr>
<td>disease.</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>
Blueprinting: 
Step III: Construction of “Table of specifications”

- Determination of number of questions to be set.
- Allocation of questions to topics according to cognitive level to be tested.
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Step III: Construction of “Table of specifications”

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<table>
<thead>
<tr>
<th>Topics</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comprehension</td>
</tr>
<tr>
<td>1. Principles of Surgical Research</td>
<td>3</td>
</tr>
<tr>
<td>2. Management of Wounds</td>
<td>6</td>
</tr>
<tr>
<td>3. Surgical diseases of the Liver</td>
<td>6</td>
</tr>
<tr>
<td>4. Congenital heart disease</td>
<td>2</td>
</tr>
<tr>
<td>5. Evaluation of Patient with Neurological disease</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
</tr>
</tbody>
</table>
Blueprinting:

• Construction of “Table of specifications”.
• Review of Test Blueprint for SUR 500: Surgery II
  • Cognitive Level Required for the Course
    - 13 questions on cognitive level of comprehension.
    - 8 questions on cognitive level of application.
    - 4 questions on cognitive level of analysis.
  • Knowledge of synthesis or application not required in the example cited!
Blueprinting:

- Construction of “Table of specifications”.
- Review of Test Blueprint for SUR 500: Surgery II
  - Weight of Topics within the Course
    - 4 questions on Principles of Surgical Research
    - 11 questions on Management of Wounds
    - 9 questions of Surgical diseases of the Liver
    - 4 questions of Congenital heart disease
    - 6 questions on Evaluation of Patient with Neurological disease.
- Topics 2 and 3 of major importance!
Blueprinting:

- Key Elements in Blueprinting:
  • Determination of relative importance of topics on objective basis.
    - The amount of weighting of a topic should reflect its importance in outline of objectives.
    - Topic weighting in testing reflective of lecture hours during course.
  • The duration of allotted testing time should be proportional to the importance of the topic
Blueprinting:

- Key Elements in Blue printing:

  • Application of cognitive objectives to topics should reflect expected objective outcomes

  • Assurance of content validity of test.
    - Coordination of test content with course content it profess to assess.
Further reading


• Student Evaluation - Test Construction & Item Writing. http://cte.umdnj.edu/student_evaluation/evaluation_constructing.cfm

• Teaching Resources - Tests and Grading. http://tep.uoregon.edu/resources/assessment/testsgrading.html
Acknowledgement:

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